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ABSTRACT

This guide provides classroom assessment models and strategies that can be used by teachers in planning for efficient day-to-day assessment of the English Language Arts Common Curriculum Goals and in tracking individual student progress over time. The guide lists individual grade level expectations from the Common Curriculum Goals with possible assessment strategies for each. Since, in practice, many of the goals will be grouped and assessed through one assignment or during normal observations while working with students, the guide includes examples of systematic methods of keeping track of observations teachers regularly make while observing and teaching students. Making the point that, like good instruction, good assessment practices are the result of careful planning, the guide is intended to assist teachers in developing a repertoire of assessment strategies. The guide's eight sections are as follows: (1) Introduction; (2) Writing Skills; (3) Speaking Skills; (4) Listening Skills; (5) Reading/Literature Skills; (6) Study Skills; (7) Mass Media and Visual Literacy Skills; and (8) Reasoning Skills. (SR)

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ENGLISH LANGUAGE ARTS

Assessment Strategies for the Common Curriculum Goals: A Planning Model

GRADES K-3

Oregon Department of Education, John W. Erickson, State Superintendent of Public Instruction, Salem, Oregon 97310-0290

CS 212290

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ASSESSMENT STRATEGIES FOR THE ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS: A PLANNING MODEL

INTRODUCTION

GRADES: K–3

Classroom teachers typically spend 20–30 percent of their professional time assessing students' progress and keeping records of achievement. Therefore, the evaluation tools and strategies used by the classroom teacher should be practical and efficient without taking a lot of time. The purpose of this document is to provide additional models and strategies that may be used by teachers in planning for efficient day to day assessment of the English Language Arts Common Curriculum Goals and in tracking individual student progress over time as required by the State Board of Education. The goals address student outcomes by the end of grade 3. Teachers and districts need to determine which goals to assess in grades K, 1 and 2 as students progress toward those outcomes. These materials represent the efforts of a statewide committee to develop a practical assessment plan for grades K–3.

While this document lists individual grade level expectations from the Common Curriculum Goals with possible assessment strategies for each, many of the goals will be grouped and assessed through one assignment or during normal observations while working with students. The intent in listing each item separately is to show that all the goals <u>can</u> be assessed and are, in fact, already being assessed as teachers instruct.

Teachers regularly observe students and intervene as students work toward understanding or applying a new concept or skill. However, few teachers have developed a systematic method for keeping track of those observations. Examples of methods for recording teacher observations are included with these materials. Some of the suggested record–keeping systems may help to provide more descriptive information related to student achievement on a variety of goals in one assignment than does a single letter grade.

Perhaps the most important concept contained in the material is that, like good instruction, good assessment practices are the result of careful planning. You may wish to use some of the suggested strategies exactly as written, change some to meet local needs, or substitute alternate strategies which have been successful for you. One of the goals of this document is to assist teachers in developing a repertoire of assessment strategies that can be used to assess student progress on the English Language Arts Common Curriculum Goals. Reaching an agreement within a school and/or district on which tools to use may help in sharing of information and consistency in recordkeeping.

Additional resources for classroom assessment are available in a series of reports on <u>Assessing the English Language Arts Common Curriculum Goals</u>, available through the Publications section at the Oregon Department of Education.

In addition, the following are some strategies and record-keeping tools that teachers may want to consider:

- Permanent folder of student's work, keeping all work for one term, one year, or for the student's school career, depending on the need
- Teacher's conference notes for each student
- Student journals
- Student version of analytical trait scoring models
- Checklists or anecdotal records from teacher observations

For further information contact Barbara Wolfe, 378-3566 or Wayne Neuburger, 378-8992.

John W. Erickson
State Superintendent
of Public Instruction

ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS:
A PLANNING MODEL

Writing Skills: K–3

It is important to keep the issue of assessing writing skills in perspective. The best way to assess writing is through reviewing actual writing, rather than through examining isolated skills. Teachers regularly assess students' progress in writing, formally or informally. The techniques already in use can serve as the basis for an assessment plan in writing.

In planning for writing instruction and assessment at grades K-3, teachers will need to use a developmental model based on the children's emerging literacy. Early writing will most likely be dictated, drawn or will use symbols and invented spellings. Feedback to students and records of progress should be focused on appropriate goals and should increase in complexity as the students' skills increase.

Since the process and thinking skills involved in writing are also important, opportunities for evaluating the students' understanding and use of the writing process should be included in the repertoire of assessment strategies. At times it may be appropriate to focus on some aspects of writing and not on others. However, teachers should evaluate final products periodically using a set of criteria such as the Analytical Trait Model suggested here.

ASSESSMENT PLANNING SHEET

Writing: K–3

This sheet can be used to record the assessment strategies you select to assess writing skills. The following pages suggest strategies or you may have ideas of your own. This planning sheet has been organized around the writing process and the student's finished work. This planning approach may be modified to suit individual preferences.

GOALS	ASSESSMENT STRATEGIES
Prewriting (Goals 2.4 and 2.5)	
Drafting (Goals 2.6, 2.7, 2.8 and 2.10)	
Revising (Goals 2.11 and 2.12)	
Finished Work (Goals 2.5, 2.6, 2.8, 2.11 and 2.12)	

ASSESSMENT STRATEGIES FOR THE ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS: A PLANNING MODEL

Writing Skills: K–3

The table below illustrates how the K-3 Common Curriculum Goals related to writing may be assessed using some basic instruments and strategies. Many of the goals may occur in dictated or invented spellings among early writers. Following the table are the sample instruments and record forms that are referenced.

GOAL		ASSESSMENT
2.4	Generate writing topics	
a)	Use personal experiences, knowledge and feelings as source of writing	Teacher observation; anecdotal record; analytical trait of ideas and content; record sheet or folder
b)	Use brainstorming, discussion and sharing to find and develop topics	Teacher observation of classroom activities, such as clustering, webbing
c)	Make lists of interesting words and ideas as sources for topics	Student notes or journal
d)	Discuss and share ideas	Teacher observation of students in sharing groups with anecdotal notes or +, ✓, or - for participation recorded in grade book or other chart.
2.5	Organize ideas in understandable format	
a)	Classify words and topics	Classroom assignments
b)	Use details and examples to develop topics	Analytical trait of ideas and content
c)	Organize ideas chronologically	Analytical trait of organization
d)	Sequence ideas and events	Journals, analytical trait of organization
2.6	Select and use language appropriate to audience, purpose, and topic	
a)	Select words that make the meaning clear	Analytical trait of word choice
b)	Use words to express ideas and concepts effectively	Analytical trait of word choice

c)	Use appropriate format and informal English usage	Teacher evaluation, using analytical trait of word choice
d)	Evaluate effects of communication and modify subsequent communication	Teacher evaluation after writing conference and/or peer response group
2.7	Select appropriate form of writing based on audience and purpose	
a)	Write in a variety of forms such as journals, logs, stories, letters, poems and descriptions	Student writing folder; log of student writing; teacher lesson plans
b)	Write for a wide variety of audiences	Primary trait; student writing folder; teacher lesson plans
2.8	Present ideas in an understandable sequence	
a)	Write simple sentences in a variety of forms	Analytical traits of conventions and sentence structure
b)	Write sentences which connect related ideas	Analytical traits of ideas and content, and organization
c)	Write paragraphs containing a main idea and a closing sentence	Analytical trait of organization
d)	Write and illustrate a simple story	Primary trait; student writing folder; log of student writing; teacher lesson plans
e)	Write descriptive, narrative imaginative pieces	Primary trait; student writing folder; log of student writing; teacher lesson plans
2.10	Construct relationships among things and ideas in writing	
a)	Identify characteristics of objects which make them similar or different	Classroom assignments
b)	Identify and generate simple analogies	Analytical trait of word choice; classroom assignments
2.11	Evaluate and revise own writing for meaning, clarity and comprehensiveness	
a)	Revise own writing to enhance clarity and meaning	Self checklist; peer review; analytical trait of ideas and content; comparing rough draft and final; student/teacher conferences

b)	Vary sentence patterns	Analytical trait of sentence structure
c)	Use words which connect ideas and thoughts in sentences	Analytical trait of sentence structure
2.12	Apply the conventions of writing to produce effective communications	
a)	Edit for capitalization, end punctuation, and complete sentences	Analytical trait of writing conventions
b)	Spell correctly	Analytical trait of writing conventions
c)	Produce legible final copy	Teacher observation; student writing folder

This sheet lists the traits and score points used in the Oregon Analytical Assessment Model. Following are examples of how these traits could be used to assess student composition skills for grades K-3, a student version to help them understand the traits and a record form to record student performance.

WRITING ASSESSMENT TRAITS

IDEAS AND CONTENT

5 Paper. The paper is clear and holds the reader's attention all the way through.

- The writer seems to know the topic well and chooses details that help make the subject clear and interesting.
- The writer is in control of the topic and has focused the topic well.
- Important ideas stand out. The writer uses the right amount of detail (not too much or too little) to make the important ideas clear.

3 Paper. The reader can figure out what the writer is trying to say, but the paper may not hold the reader's attention all the way through.

- The writer has some things to say, but doesn't seem to know quite enough about the main idea(s).
- Some ideas may be clear, while others may be fuzzy or may not seem to fit.
- The writer may spend too much time on minor details and/or not enough time on main ideas.

1 Paper. The paper is unclear and seems to have no purpose.

- The writer has not thoughtfully explored or presented ideas; he or she may not seem to know the topic very well.
- Ideas seem very limited or seem to go off in several directions. It seems as if the writer wrote just to get something down on paper.
- Ideas are not developed. The paper may just restate the assignment.

ORGANIZATION

5 Paper. Ideas, details and examples are presented in an order that makes sense. The paper is very easy to follow.

- Paper has an inviting beginning and an ending that works well.
- Ideas, paragraphs and sentences are tied together so that the reader can see connections.
- Details seem to fit where they are placed.

3 Paper.

- The writer has tried to present ideas and details in a way that makes sense, but the order may be unclear or may not work well.
- The introduction and ending are there, but one or both may be weak.
- Some details may seem out of place. Too much extra, unneeded information may get in the way of important ideas.

1 Paper. Ideas seem tossed together, and the paper is hard to follow.

- There is no sense of beginning or ending.
- Ideas are not tied together. They often seem out of order or seem as if they do not fit together at all.
- In a story it may be hard to tell what happens first or next or last.
- Often the reader cannot tell how the writer got from one point to another.

VOICE

5 Paper. The writer is very sincere, individual and honest. This paper stands out from the others.

- The writer seems to care deeply about the topic.
- The writer seems to speak right to the reader and to care about getting his or her ideas across.
- Paper may show originality, liveliness, excitement, humor or suspense.

3 Paper. Writer tries to deal with the topic, but does not seem to get very involved.

- Paper gets the ideas across, but only in a routine sort of way. The reader can almost guess what the writer will say next.
- Instead of trying something new or unusual, the writer may repeat ideas everyone has heard or read before.
- The writer seems to know that he or she has an audience, but does not write to that audience in a personal way.

1 Paper. The writer seems to make no effort to deal seriously with the topic.

- The writer may not have understood the assignment, or may not have cared about saying anything serious or important.
- The writer does not seem to be writing to anyone in particular or to care whether the words or ideas will make sense to anyone else.
- The paper is flat and lifeless. It has no feeling.

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WORD CHOICE

5 Paper. Writer carefully selects words to make message clear.

- Words are accurate, strong and specific.
- The writer may experiment with new words or use everyday words in a new, interesting way.
- The writer uses colorful expression and experiments with figurative language effectively. Imagery is well developed.
- Words are fresh, original and fun to read.

3 Paper. The writer chooses words that get the message across, but only in a very ordinary way.

- Words are very general or ordinary.
- The writer may attempt some new words, but they may not fit.
- The writer doesn't try for the "best" way to say something, but settles for any word or phrase that "will do."
- "Big" words are used only to impress the reader.
- The writer may rely on slang or cliches (the same words and phrases everyone has heard over and over).

1 Paper. The writer struggles with a limited vocabulary and has a hard time finding the right words to get the meaning across.

- Words are vague and flat.
- No new words are attempted.
- Words create no clear images.
- The writer may repeat words or phrases or may use words incorrectly.

SENTENCE STRUCTURE

5 Paper. Paper is easy to read and understand. It flows smoothly from one idea to the next.

- The writing sounds natural (the way someone might speak), not choppy, awkward or forced.
- Sentence structure is varied and adds interest.
- Sentence structure is correct. Run-ons or fragments, if present, are effective.
- The writing is concise (not wordy).

3 Paper. Most sentences are understandable,but not very smooth or graceful.

- The reader may have to reread sometimes to follow the meaning.
- The writer tends to start many sentences the same way.
- The writer can use simple sentences effectively, but may have trouble with more complex sentences.
- Run-ons or fragments, if present, may be confusing.
- The writing may be wordy.

1 Paper. Sentence flaws make this paper hard to read and understand.

- The writer does not seem to understand how words and sentences fit together or where one idea stops and another begins.
- Sentences are often awkward, rambling and/or confusing. The writer may use many short, choppy sentences.
- Writing does not follow sentence patterns people use when they talk. It is hard to read aloud.
- Run-ons or fragments are confusing.

WRITING CONVENTIONS (Grammar, Capitalization, Punctuation, Spelling, Paragraphing)

5 Paper. There are no glaring errors in writing conventions and the paper is easy to read and understand.

- Punctuation is correct and helps the reader understand each sentence.
- Spelling is accurate.
- There are no major errors in grammar. (For example, subjects and verbs go together: "Mike and Bill ARE my friends.")
- Paragraphs start and stop at the right places.

3 Paper. The reader can follow what is being said. However, there are enough mistakes that the reader SOMETIMES has difficulty concentrating on what the writer is saying.

- Punctuation errors reflect hasty or careless editing.
- Spelling errors sometimes cause the reader to stop or reread to figure out what is meant.
- The reader notices some errors in grammar. (For example, subjects and verbs may not always go together.)
- The writer tries to use paragraphs, but they may not always begin in the right places.

1 Paper. There are so many errors in conventions that the reader has a very hard time just getting through the paper. Some parts may be impossible to follow or understand.

- The writer shows little understanding of how or when to use capital letters or punctuation marks.
- Spelling errors are frequent and it may be hard even to guess what word is meant.
- Errors in grammar are very common and stand out.
- Paragraphs do not come at the right place. A long paper may be written as just one paragraph OR the writer may start a new paragraph with almost every sentence.

Pages 13 through 16 show one approach to applying the analytic traits at the K–3 level.

GATES PRIMARY WRITING ASSESSMENT EXERCISE

"ONE SPECIAL PERSON"

GRADE K

GOAL: Ideas and Content, Sentence Structure,

PREWRITING: Question/Cue Words

1. Who is your special person?
2. What does this person look like? sound like? act like?
3. Why is this person special?

WRITING TASK AND STUDENT GUIDELINES:

You will draw and tell about one special person. You will need to think of what that person looks like, what they do, and why you think they are special. This person might be your Dad, Mom, Brother, Sister, Grandma, Friend, or any other person. Remember, picture that person in your mind before you begin to draw.

Note: The student will then dictate the information about the person they have drawn.

REMINDERS:

Remember to tell everything about this person.

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GATES PRIMARY WRITING ASSESSMENT EXERCISE

"SOMETHING THAT IS SPECIAL TO ME"

GRADE 1

GOAL: Ideas and Content, Sentence Structure, Organization

PREWRITING: Questions/Cue Words

1. What is something that is special to you?
2. What does this thing look like?
3. What does this thing sound like or smell like?
4. What is it special to you?

WRITING TASK AND STUDENT GUIDELINES:

You will write and draw about something that is special to you. You will need to think of what it looks like, and why you think it is special. This thing might be a toy, a tree, a flower, a collection, snow or anything that is special to you. Remember, picture it in your mind before you begin to write or draw.

REMINDERS:

Remember when you are finished to read your paper and make any changes you want to. Do your best!

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GATES PRIMARY WRITING ASSESSMENT EXERCISE

"AN ANIMAL I LIKE"

GRADE 2

GOAL: Ideas and Content, Sentence Structure, Organizations, Conventions

PREWRITING: Questions/Cue Words

1. What animal would you like to write about?
2. How does this animal look, sound, and act?
3. Where does your animal live?
4. What does your animal eat?

WRITING TASK AND STUDENT GUIDELINES:

You will write about an animal you like. You will need to think about that animal, what it looks like, and why you like it. This animal can be your pet, a wild animal, or even an imaginary animal. Remember, picture that animal in your mind before you begin to write.

REMINDERS:

Remember when you are finished to read your paper and make corrections. Do your best!

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GATES PRIMARY WRITING ASSESSMENT EXERCISE

"A FRIEND"

GRADE 3

GOAL: Ideas and Content, Sentence Structure, Organizations, Conventions, Word Choice, Voice

PREWRITING: Questions/Cue Words

1. Who is the friend you would like to write about?
2. How does this friend look, sound, and act?
3. What things do you and your friend do together?
4. What makes this person your friend?

WRITING TASK AND STUDENT GUIDELINES:

You will write about a friend. You will need to think about one friend, things you do together and why you are friends. This friend might be at school or far away. Remember, picture the friend in your mind before you begin to write.

REMINDERS:

Remember when you are finished to read your paper and make corrections. Do your best!

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This guide may be used by students in revising their own work. Students could respond to questions by checking those completed, answering yes or no, or giving a rating.

REVISION GUIDE

1. DID I EXPLAIN MY IDEAS CLEARLY ?
2. DOES MY PAPER HAVE A BEGINNING, MIDDLE AND END ?
3. DOES MY PAPER SOUND LIKE ME ?
4. DID I CHOOSE THE BEST WORDS ?
5. DO MY SENTENCES READ SMOOTHLY ?
6. DID I PROOFREAD CAREFULLY ?

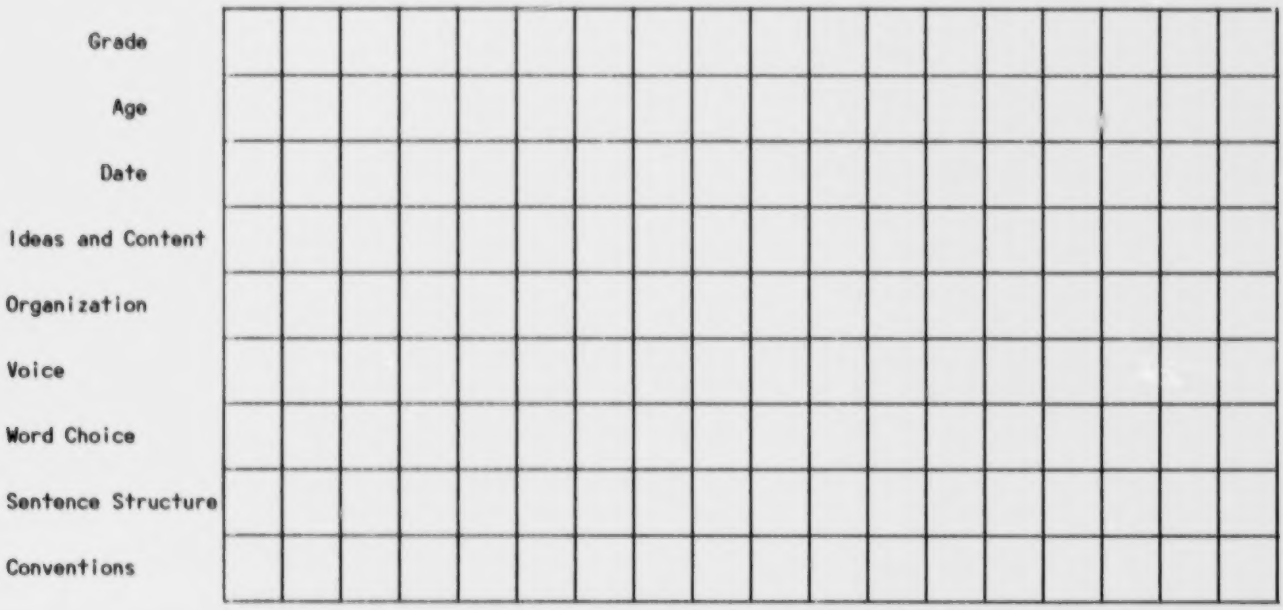
REVISION GUIDE

1. DID I EXPLAIN MY IDEAS CLEARLY ?
2. DOES MY PAPER HAVE A BEGINNING, MIDDLE AND END ?
3. DOES MY PAPER SOUND LIKE ME ?
4. DID I CHOOSE THE BEST WORDS ?
5. DO MY SENTENCES READ SMOOTHLY ?
6. DID I PROOFREAD CAREFULLY ?

Adapted from " A Primary Version of Analytical Trait Scoring", Beaverton SD

INDIVIDUAL RECORD SHEET

Name_____



IDEAS AND CONTENT -- This paper is clear in purpose and conveys ideas in an interesting, original manner that holds the reader's attention. Often, the writing develops as a process of discovery for both reader and writer. Clear, relevant examples, anecdotes or details develop and enrich the central idea or ideas.

ORGANIZATION - The writer organizes material in a way that enhances the reader's understanding, or that helps to develop a central idea or theme. The order may be conventional or not, but the sequence is effective and moves the reader through the paper.

VOICE -- The paper bears the unmistakable stamp of the individual writer. The writer speaks directly to the reader, and seems sincere, candid and committed to the topic. The overall effect is individualistic, expressive and engaging; this paper stands out from the others.

WORD CHOICE -- The writer consistently selects words that convey the intended message in an interesting, precise and natural way. The result is full and rich, not overwhelming; every work carries its own weight.

SENTENCE STRUCTURE -- The paper is fluid,and reads easily throughout. It has an easy-on-the-ear flow and rhythm when read aloud. Sentence have a strong and rhetorically effective structure that makes reading enjoyable.

CONVENTIONS - The writer's skillful use of standard writing conventions (grammar, capitalization, punctuation, usage, spelling, paragraphing) enhances readability. There are no glaring errors. In fact, while the paper may not be flawless, errors tend to be so minor that the reader can easily overlook them unless searching for them specifically. (Deliberate, controlled deviations from conventions - in dialogue, for instance -- are acceptable, provided they enhance the overall effect.)

This article shows a method for scoring student writing on one or two traits. A particular assignment might focus on one or two of the analytical traits or on a specific characteristic of a type of writing, as in the example given.

Primary Trait Scoring

By Virginia Baldwin
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Saddleback Valley Unified School District;
and Teacher/Consultant, UCI Writing Project

Primary trait scoring (PTS) is a versatile evaluation system in which the strengths and weaknesses of student writing are described. The system, developed by the National Assessment of Educational Progress, can be adapted for use in elementary, intermediate, and high school classrooms across the curriculum and can be used to:

- Measure the presence of particular characteristics or elements of style.
- Value content, yet consider correctness in assessment.
- Create a sense of purpose and audience during prewriting.
- Provide a focus for peer interaction during sharing and revising.

The PTS system is akin to holistic scoring because it is based on a rubric or set of criteria on which a paper will be evaluated, but the scoring system differs. With PTS the person evaluates a single characteristic, or primary trait, rather than a piece of writing as a whole. PTS scoring guides focus on the most important characteristic, or critical attribute, of a successful response to a given writing prompt. Other traits may also be identified as characteristics of a successful response and evaluated as secondary traits.

NEWS ABOUT HANDS AT SCHOOL

(Kindergarten through grade three)

PROMPT

Today you are a newspaper reporter. Choose one person who works at our school that you would like to write a news story about. Choose one activity that the person does, and write a news story that describes and tells how the person's hands help him or her do the activity. Since your news story will be placed in the classroom's "News About Hands at School" book, it should be interesting and informative so your classmates and other people will want to read it.

EVALUATION

Primary Trait Scoring Guide

This news story is interesting to read. It accurately describes how a person who works at our school uses his or her hands to do his or her job.

This news story is not as interesting as it could be. It tells about some of the person's duties but does not accurately describe how he or she uses his or her hands to do a job.

This news story does not give enough information about how the person uses his or her hands to do the job. This lack of information made the story less interesting to read.

Secondary Trait Scoring Guide

This paper is neat and easy to read. Fewer than three total errors were made in capitalization, punctuation, and/or spelling.

This paper is not as neat or easy to read. Three to five total errors were made in capitalization, punctuation, and/or spelling.

This paper is not neat or easy to read. More than five total errors were made in capitalization, punctuation, and/or spelling.

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Information for this self-assessment sheet can be filled in by the teacher as the student talks about the paper during a conference between the student and teacher.

CONFERENCE SHEET

Name:_____

Title:_____

Date:_____

The thing I like most about this paper is:

The thing I like least about this paper is:

The things I tried to improve in this paper are:

Student Comments:

Teacher Comments:

Things to work on in your next paper are:

Adapted from Jim Hahn, Practical Ideas for Teaching Writing As A Process, California State Department of Education, 1987.

This sample sheet shows a method which can be used to keep track of student progress in writing over several assignments. It could also be used in keeping notes for activities other than writing.

ANECDOTAL NOTES

Student Name:_____

Date	Title	Skills Used Correctly	Skills to Work On

Adapted from Nancie Atwell, In the Middle: Writing, Reading and Learning with Adolescents. Upper Montclair, N.J.: Boynton/Cook, 1987.

ASSESSMENT STRATEGIES FOR THE ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS A PLANNING MODEL

Speaking Skills: K-3

If teachers really listen to students, on the playground, in the cafeteria, in their informal groups as they collaborate and negotiate with each other, if communication is the bottom line, we must admit that most of our students are linguistically competent people. But how can teachers assess this competence in the classroom setting to improve instruction and to inform parents?

Most children entering school are successful in their ability to communicate their needs, share information, and interact with others. The role of speaking instruction in the primary grades is to build on the student's existing oral language skills and develop further confidence and competence in a variety of small and large group settings. Students whose native language is other than English or who speak a non-standard dialect of English need many opportunities to practice communication skills in authentic situations.

Since speaking is a performance skill, the assessment of speaking skills needs to involve teacher observation and interpretation. An example of an observation checklist follows which may allow teachers to record student performance for both formal and informal speaking situations.

ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS
A PLANNING MODEL

Speaking Skills: K–3

The table below illustrates how the K–3 Common Curriculum Goals related to speaking may be assessed using some basic instruments and strategies. Following the table is a sample instrument and record form that is referenced below.

GOAL		ASSESSMENT
2.1	Speak with standard pronunciation, appropriate volume, rates, gestures, and inflections.	
a)	Produce correct basic speech sounds	Speaking skills checklist
b)	Pronounce words according to acceptable Standard English	Speaking skills checklist
c)	Control volume and rate of oral presentation (sharing, choral reading, small group discussion)	Speaking skills checklist
d)	Demonstrate appropriate oral presentation skills (e.g. posture, poise, etc.)	Speaking skills checklist
2.2	Use oral communication to give and receive information, directions and for enjoyment	
a)	Paraphrase oral and written messages	Speaking skills checklist
c)	Demonstrate appropriate verbal and non-verbal behavior in rituals of communication	Speaking skills checklist;
d)	Ask questions designed to clarify, gain assistance, or locate information.	Speaking skills checklist
e)	Share ideas and information orally	Speaking skills checklist
g)	Repeat oral messages	Speaking skills checklist

2.3	Use group discussion skills	
	a) Demonstrate group discussion skills such as questioning, contributing, taking turns	Speaking skills checklist
	b) Explain the purposes of group discussion	Classroom assignment
2.5	Organize ideas in oral presentations	
	b) Use details and examples to develop topics	Speaking skills checklist
	c) Organize ideas chronologically	Speaking skills checklist
2.6	Use language, gestures, and symbols appropriate to audience, purpose, topic and setting	
	a) Select words which make the meaning clear	Speaking skills checklist
	b) Use words and gestures which express ideas and concepts effectively	Speaking skills checklist
	d) Demonstrate appropriate informal and formal English usage	Speaking skills checklist
	e) Plan and make oral and visual presentations	Teacher plan book or grade book
2.15	Use oral communication to influence others and respond to persuasion	
	a) Ask questions and draw reasonable conclusions from answers	Speaking skills checklist
	c) Express own feelings, knowledge and beliefs	Speaking skills checklist
2.16	Demonstrate an appreciation of oral communication skills as a life-long means of self-expression, learning and self-development	
	a) Share personal experiences and insights	Speaking skills checklist

Information for this sheet can be filled in by the teacher as the student gives a presentation or participates in class.

SPEAKING SKILLS CHECKLIST: K–3

Student_____ Teacher_____

Grade_____ School Year_____

Key: + = Student Shows Strength
✓ = Student Performs Adequately
– = Student Needs Improvement

	OBSERVATIONS				
	First	Second	Third	Fourth	Comments
Presentation Skills					
Pronunciation and enunciation					
Volume					
Rate					
Posture, poise					
Language and gestures					
Details and examples					
Organization and sequence					
Forms of Speaking					
Paraphrasing or retelling					
Asking questions					
Sharing ideas					
Group discussions					
Personal experiences					
Rituals of communication (e.g. introductions, answering telephone, interruptions)					
Express a personal opinion					

ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS
A PLANNING MODEL

Listening Skills: K–3

Since listening cannot be observed directly, a student's listening ability is often inferred from their speaking, writing or movements. Students are expected to listen during much of the school day. Consequently, the teacher has many opportunities to observe a student's listening ability. A checklist can be used to record a student's listening skills. Many teachers find that they can observe a number of children simultaneously when they are working in a group or are involved in a listening activity. An example of a checklist is provided with this section.

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ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS
A PLANNING MODEL

Listening Skills: K–3

The table below illustrates how the K-3 Common Curriculum Goals related to listening may be assessed using some basic instruments and strategies. Following the table is a sample instrument and record form that is referenced below.

GOALS	ASSESSMENT
1.6 Distinguish and interpret sounds of nature, language, music and environment	
a) Distinguish among natural and created sounds	Teacher observation using checklist and audio tape at listening center
b) Recognize sounds with messages	Teacher observation using checklist and audio tape, response to teacher's verbal signals
1.7 Use a variety of listening skills:	
a) Identify verbal and non-verbal messages	Teacher observation using checklist; classroom activities
b) Demonstrate comprehensive, appreciative and empathetic listening	Teacher observation of response to reading lesson, student-generated questions
1.11 & 2.19 Generate and test interpretations, explanations, and hypotheses in written and oral communication	
a) Identify facts that support an explanation and a prediction	Teacher observation of response to oral reading
b) Identify factors that may influence a behavior or a result	Teacher observation of response to oral reading
2.2 Use oral communication to give and receive information	
j) Follow 2–3 step oral instructions	Teacher observation during classroom lessons
k) Identify main idea in a short oral presentation	Teacher observation of dictated or written responses to questions after read-aloud

2.18	Recognize the beauty and rhythm of language	
	a) Identify rhyming words, sound devices and rhythm	Teacher observation of classroom lesson such as poetry
	b) Identify rhythmic forms of language	Teacher observation of classroom lesson, such as round games
	c) Choose and present an example of beautiful or rhythmic language	Teacher observation of classroom lesson, such as choral reading, poetry

Rating Scale
3 = Often
2 = Sometimes
1 = Rarely
0 = Not Observed

Several students can be evaluated during a listening situation using this check list.

LISTENING PROFILE: K-3

Teacher _____

Grade _____

DURING A LISTENING/LITERACY SITUATION:	STUDENT NAMES								
NON-VERBAL RESPONSES									
Attempts to establish and maintain eye contact with the speaker/reader									
Indicates interest by body position (e.g., leans forward, sits comfortably, faces speaker, etc.)									
Provides non-verbal responses where appropriate (e.g., smiles, nods, grimaces, raises eyebrows, gestures, etc.)									
Provides vocal responses where appropriate (e.g., comments, chuckles, groans, etc.)									
Avoids becoming overly restless and fidgety (e.g., shifts body weight, changes leg positions, etc.)									
VERBAL RESPONSES									
Shares personal experiences									
Responds appropriately in conversations									
Recalls details, factual information sequence, etc.									
Responds empathetically to characters in stories, peers, etc.									
Infers main idea, relationships; makes predictions									
Evaluates (makes judgments, determines reality from fantasy, analyzes characters motivations)									
BEHAVIORS									
When the situation requires the performance of a task, demonstrates on-task behavior									
When instructions are provided orally, responds to these within a reasonable period of time									
Follows 2-3 step instructions									

Adapted from Calgary Listening Inquiry Project

ASSESSMENT STRATEGIES FOR THE ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS: A PLANNING MODEL

Reading/Literature Skills: K–3

Reading assessment should identify what it is that good, competent readers do, rather than focusing on discrete skills as many textbooks and standardized tests do.

Students develop reading abilities by progressing through developmental stages starting with emerging literacy and leading to independent levels where students learn strategies for constructing meaning as they read and use higher level thinking skills to infer meaning. Although the Common Curriculum Goals do not list many of the abilities often identified in early reading behavior, they imply the use of these skills to reach the outcomes at the end of grade three. An inventory is included that can be used at the beginning stages of the K–3 reading instruction.

The end of grade three reading abilities assume students have some facility with reading and are using strategies to recognize words, determine word meaning, and construct both literal and inferential meaning from what they have read. In addition, they are beginning to evaluate what they have read; are making choices about what they want to read and are analyzing some literary elements in material they read.

The reading selections used in assessment should be intact pieces, as they are in reading instruction, where students' abilities are checked using informal reading inventories, retelling checklists or story frames. All of these devices allow students to respond to reading that is meaningful and provide sufficient practice to illustrate their reading abilities.

ASSESSMENT PLANNING SHEET

Reading/Literature Skills: K–3

This sheet can be used to record the assessment strategies selected to assess reading/ literature skills. The following pages suggest strategies or you may have ideas of your own.

GOALS	ASSESSMENT STRATEGIES
Word Meaning (Goals 1.1 and 1.2)	
Literal Comprehension (Goal 1.3)	
Inferential Comprehension (Goal 1.5)	
Evaluative Comprehension (Goals 1.11 and 1.12)	
Appreciation of Reading and Literature (Goal 1.10)	
Kinds of Literature (Goal 1.13)	
Conventions of Literature (Goal 1.14)	
Language Developments and Changes (Goal 2.17)	

ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS:
A PLANNING MODEL

Reading/Literature Skills: K-3

The table illustrates how the K-3 Common Curriculum Goals related to reading may be assessed using some basic instruments and strategies. Following the table is an instrument and record form that is referenced below.

GOAL		ASSESSMENT
1.1	Recognize words commonly used in grade-level materials, including subject areas	
a)	Use phonetic analysis skills	Informal reading inventory with materials used in instruction
b)	Use context clues in a paragraph to infer correct words	Teacher listens to student read; reading conference
c)	Distinguish compound and plural words	Informal reading inventory with materials used in instruction
d)	Recognize common words at sight	Informal reading inventory with materials used in instruction
1.2	Determine meaning of unknown words commonly used in grade level materials, including subject areas	
a)	Use illustrations and adjacent words to infer meaning of unknown words and concepts	Informal reading inventory with materials used in instruction
b)	Use knowledge of compound words to determine word meaning	Teacher-designed worksheets with materials used in instruction
c)	Use dictionaries and glossaries	Student designed dictionaries and glossaries; teacher observation of writing process; teacher-designed activity identifying guide words; finding specific words

1.3	Identify main ideas, supporting details, and facts and opinions presented in written, oral and visual formats	
	a) Locate facts	Class discussion; retelling checklist; story frame, informal inventory
	d) Identify main idea in a paragraph	Class assignments or discussion; story frame; informal inventory
	e) Follow directions and sequences when signal words are given	Story frame; class assignment
1.5	Comprehend implied meanings of written oral and visual communications	
	b) Draw logical conclusions from information presented	Teacher observation of class discussion or writing activity; story frame
	c) Identify an implied main idea in a simple literary work	Teacher observation of class discussion or written response; story frame; retelling checklist
	g) Interpret communication through body language, gestures, tone, inflection, volume	Teacher observation of student presentation; choral reading; role playing
1.10	Demonstrate an appreciation of reading and literature as life-long sources of recreation and learning	
	a) Choose reading selections that encompass own reading interests and independent reading level	Individual student conferences; student reading logs and diaries, charts and checklists; reading profile
	b) Share responses to selections chosen	Teacher/student observation of oral or written presentation
1.11 and 2.19	Generate and test interpretations, explanations, predictions and hypotheses about reading and literature selections	
	a) Identify facts that support an explanation and a prediction	Teacher observation of oral discussion; reading development checklist
	b) Identify factors that may influence a behavior or a result	Teacher observation; group lists of factors

1.12 & 2.9	Make reasoned evaluations about reading and literature selections	
a)	Identify simple fallacies	Teacher observation of oral discussion; basal worksheets where appropriate
b)	Identify appropriate types of information to include in simple communication	Teacher observation of oral discussion; basal worksheets where appropriate
c)	Evaluate a presentation in terms of known facts	Teacher observation of oral discussion; student reading log or diary
1.13	Demonstrate knowledge of a variety of literature	
a)	Describe several pieces of significant children's literature	Student reading log or diary; oral presentation
c)	Compare to their own culture some general similarities and differences of another culture described in reading.	Class assignment
d)	Identify various simple literary forms such as poetry and short prose selections	Class assignment
e)	Explain personal reactions and responses to reading selections	Oral presentation; reading log or diary
1.14	Demonstrate knowledge of literary conventions and elements of structure	
a)	Identify simple characters, setting and plot	Story frame
b)	Identify simple analogies and similes	Class assignment
2.17	Understand how language changes	
a)	Identify the factors that make language dynamic such as social, cultural, technological and geographical influences	Class assignment
b)	Describe dialectal differences	Class assignment

The literature reading behavior inventory can be used to track early reading behavior in pre-kindergarten, kindergarten and first grade students. Many of these are prerequisite skills to the Common Curriculum Goals.

Literature Reading Behavior Inventory

Child's name_____ Age:_____ D.O.B._____

Book Awareness The Child:	Beginning	Secure	Date
• listens to stories • shares reading with others (unisonreading) • begins looking at books as a self-initiated activity • holds the book right side up • turns pages in sequence from rightto left, front to back • examines pictures in a book • enjoys having stories read to himor her			

Comprehension The child:	Beginning	Secure	Date
• recalls the main idea of the story • recalls details from the story • can name events in the story • understands cause and effect in the story • predicts			

Reading behavior The child:	Beginning	Secure	Date
• attempts to read the selection (oral response may or may not reflect the exact text or pictures) • attempts to read using pictures as the cue to story line (attends to pictures) • attempts to read by retelling a remembered text (attends to memory and pictures) • attempts to read matching the retelling to particular page (page matching using pictures and memory as clues)			

Directionality The Child:	Beginning	Secure	Date
• consistently turns pages from right to left • recognizes where print begins on a page • recognizes where print ends on a page • begins to move his/her eyes and finger left to right across the print while attempting to read (finger does not stop at individual words) • develops awareness of line directionality (child's finger moves left to tight across line of print and then moves to the far left of the page and down to track the next line of print)			

Print and word awareness The child:	Beginning	Secure	Date
• begins to point to clumps of letters and assigns an oral response (each oral response may not accurately match the text) • begins to accurately word match: - beginning of sentences - names of people and things - end of sentences • holistic remembering - uses memory, picture and text to recall the story line • accurately word matches a repetitive pattern in the story • tracks (word points) to find a specific word • recognizes common words in stories • integrates any strategies to get meaning (picture clues , memory, tracking, word recognition, context and syntax) • begins to accurately word match familiar literature pattern books (uses picture clues, memory, word recognition, context and syntax)			

Use of cueing systems The child:	Beginning	Secure	Date
• uses memory, picture clues, tray syntax and semantic systems well • becomes aware of letter and sound symbol relation-ships • recognizes letter names in familiar words • talks about his or her own reading behaviors ("That's 'dog'. I know because it begins like my name-David.") • begins to use the phonetic cueing system with familiar materials • integrates picture, memory, tracking, syntax, semantics and phonetics to read familiar material • begins to transfer reading behavior from known material to unknown material • uses a variety of cueing systems to read new material			

Texts The child:	Beginning	Secure	Date
• reads familiar predictable tests • reads unfamiliar pattern texts • reads unfamiliar texts (without pattern) • reads factual texts			

Reprinted from: The Reading Teacher, October, 1987

READING DEVELOPMENT CHECKLIST

Name _____

STAGE 1—THE BEGINNING READER

	Date				
• Enjoys listening to literature 1.10*					
• Voluntarily chooses to look at books 1.10*					
• Uses literature as a basis for dramatic play or painting					
• Has favourite stories and wants to hear them repeatedly 1.10, 1.13*					
• Can retell past experiences					
• Can relate a sequence of events 1.3 *					
• Understands some environmental print and common words 1.1 *					
• Shows a desire to see his/her words written down 2.16 *					
• Role-plays reading by attempting to match his/her memory of the selection with the actual words on the page					
• Reads back short-experience stories written by the teacher					
• Can follow a line of print in enlarged text					
• Realizes that print has constant or fixed meaning (it always says the same thing)					
• Understands directionality of print (left-to-right, top-to-bottom)					
• Can identify and name most letters					
• Can make meaningful predictions using context and syntax clues					
• Attempts to write using some consonant sounds					

STAGE 2—THE DEVELOPING READER

	Date				
• Understands the concept of a word					
• Recognizes some phonic generalizations (rhyming words, words that start or end the same, blends) 1.1 *					
• Sometimes finger points while reading					
• While writing, he/she represents all syllables using invented spelling					
• Uses some conventions of print in writing					
• Reads some things independently 1.2, 1.3 *					
• Has a store of sight words in reading and writing 1.1 *					
• Uses all the cueing systems 1.1, 1.2 *					
• Makes meaningful substitutions when reading 1.2 *					
• Comprehends what has been read; can retell a story 1.3 *					

*Indicates Goal Code from Common Curriculum Goals.

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READING DEVELOPMENT CHECKLIST

Name _____

STAGE 3—THE INDEPENDENT READER

	Date				
• Reads silently but sometimes subvocalizes when the text is difficult					
• Makes predictions about a word (is likely to be using all three cueing systems) 1.2					
• Self-corrects when reading does not make sense 1.2 *					
• Comprehends at different levels (literal, interpretive, critical) 1.2, 1.3, 1.5, 1.12 *					
• Adjusts silent reading rate to material and purpose 1.17 *					
• Invented spellings are closer to standard spelling					

Notes:

The teacher marks this checklist as the student retells a selection he/she has read.

Student Name _____

Grade _____ Date of Observation _____

RETELLING CHECKLIST

	NONE	LOW DEGREE	MODERATE DEGREE	HIGH DEGREE
Includes information directly in text.				
Includes inferred information.				
Includes what is most important.				
Includes summary or generalization.				
Includes connections to reader's life.				
Includes an attachment to the reading. (Likes or dislikes)				
Demonstrates a sense of organization and audience.				

Adapted from P.A. Irwin and J.N. Mitchell, The Reader Retelling Profile.

Instructions for Using Story Frames

Definition: A sequence of spaces hooked together by key language elements.

Purpose: To provide a structure for organizing a student's written response to a variety of reading materials.

How to use:

1. Give out a frame after children have read a story.
2. Children look at first line or set of key words, then discuss possible responses.
3. Move discussion to subsequent lines of the frame. Help children select information that will make the different lines relate to one another.
4. Begin to use frames individually once students can use them effectively in a directed teaching situation:
   - reproduce a frame on paper and have students complete it on their own after discussion;
   - share individual frames with the group.
5. Move toward giving frames as individual assignments.

How to construct:

1. Read the passage or story and identify the problem on which you want children to focus.
2. Sketch out a paragraph that addresses the problem.
3. Take the completed paragraph and delete all words, phrases, and sentences except those needed to sustain the purpose of the paragraph.
4. Modify the frame so that it can be used in several situations.

Fowler, Gerald. "Developing Comprehension Skills in Primary Students Through the Use of Story Frames." The Reading Teacher, November, 1982.

Information for this sheet can be filled in by the teacher as the student gives a presentation or participates in class.

STORY FRAMES

Figure 1

Story summary with one Character included

Our story is about _____ _____. _____ is an important character in our story. _____ _____ tried to _____. The Story ends when _____ _____.

Figure 2

Important idea or plot

In this story the problem starts when _____ _____. After that, _____. Next, _____ _____. Then, _____ _____. The problem is finally solved when _____ _____. The story ends _____ _____.

Figure 3

Setting

This story takes place _____ _____. I know this because the author uses the words "_____ _____." Other clues that show when the story takes place are _____ _____.

Figure 4

Character Analysis

_____ is an important character in our story. _____ is an important because _____. Once he/she _____. Another time _____. I think that _____ (character's name) is _____ (character's trait) because _____.

Figure 5

Character comparison

_____ and _____ are two characters in our story. _____ (character's name) is _____ (trait) while _____ (other character) is _____ (trait) For instance, _____ tries to _____ _____ and _____ tries to _____. _____ learns a lesson when _____.

SOURCE: Fowler, Gerald L., "Developing Comprehension Skills in Primary Students Through the Use of Story Frames," The Reading Teacher, November, 1982.

While this is a complicated process, to use the detailed information will reveal reading level, types of errors, word recognition and comprehension.

INFORMAL INVENTORY

Probably one reason why informal inventories have not been used more widely is because there is insufficient help on procedure and interpretation of the results. The use of systematic recordings of the findings is necessary in order to tell the needs and determine the progress of the pupil. These findings can be used to guide the learner and direct instruction.

There are several advantages of an informal inventory:

1. Little or no cost is involved for materials that come from the classroom.
2. Material is at hand -- don't have to wait for tests to come through main office or another teacher in order to finish with the score keys or manual.
3. It is a natural situation from a book. Size of type, vocabulary and length of line is suitable.
4. A child can become aware of his/her needs. This may enlist a pupil's interest and effort.
5. Small increments of progress are noticeable.
6. The selection of material is particularly of interest to the child.
7. No time is lost with another reading experience.

A. Source of material used

Whenever possible, graded textbooks should be used. This is a more natural situation. With exception of the oral reading at sight the techniques are the same as those recommended generally in teacher's guides, or manuals of the basal readers.

1. The material should be taken from the middle of the book. (The first part of second preprimer may be as easy as the last part of first preprimer.)
2. Record grade level, page and title of materials.
3. Choose material that is interesting to the child.

B. Recording observations

1. A permanent record should be made of the observation.
2. A simplified form should be used to reduce to a minimum the amount of notetaking required while testing - done as unnoticeably as possible.

C. Estimation of starting level (can be estimated in two or three minutes)

1. Children who have exhibited a low level of reading ability may be checked by means of an isolated word-recognition test. (Random selection of 15 words from preprimer level and 20 words from primer, first reader, and second reader.) Occasionally a pupil may be able to pronounce the words and still be unable to read satisfactorily an isolated word. An isolated word-recognition test is fairly satisfactory for estimating the starting point at very low levels.

2. Oral reading of short units at sight from successive levels is another means of determining the starting point.

BASAL LEVEL

(Highest level at which the individual can read silently and orally without manifesting symptoms of difficulty.)

1. Done first by guiding the silent reading of a small unit (one paragraph or two) by questions. In response to each question, the pupil reads until the right answer is found. Exact words in the book are not required. During silent reading, examiner observes behavior and records any evidence of difficulty. Oral rereading is used as a double check. Ask the child to read the sentence or parts that give the answer.

2. Step two is reading at sight orally the next paragraph or two, to make certain that the basal level is established. At the basal level a wider eye/voice span to the zero point may occur as the frustration level is approached.

   In general, rate, and comprehension are highly related.

3. The criteria for evaluating performance at basal reading level:

   a. A comprehension of at least 90 percent on both factual and inferential type questions

   b. Freedom from tensions

   c. Freedom from finger pointing

   d. Acceptable reading posture

   e. Reading material held not too close or too far

   f. Oral reading at sight following silent reading is characterized by:

      1) proper phrasing
      2) interpretation of punctuation
      3) accurate pronunciation of 99 percent of words
      4) use of conversational tone

   g. Silent reading is characterized by:

      1) comprehension higher than for oral reading
      2) absence of vocalization

4. Cases where pupils have no reading basal level.

    a. non-readers
    b. seriously retarded readers
    c. reading readiness cases
    d. general mental retardation
    e. foreign languaged students
    f. emotional adjustment problems

INDEPENDENT READING LEVEL

Independent reading usually should not be done above the basal level, especially before the pupil has established control over a basic stock of sight words, independent word-analysis techniques, or use of the dictionary. Too often children dislike reading and practice faulty habits because they are required to do independent reading that is too difficult.

INSTRUCTIONAL LEVEL

This is the reading level in which instruction is initiated, usually somewhat above the basal reading level. There should not be a practicing of skills at this reading level that will later have to be unlearned. The difficulty at this level will be of a word-recognition nature. Oral reading should be effortless, whereas in the preceding silent reading there may be word-recognition and comprehension problems. This then becomes an instructional problem that can be dealt with successfully.

A. The criteria for evaluatngn reading performance at the instructional level:

    1. A comprehension of at least 75 percent of factual and inferential questions

    2. An accurate pronunciation of 95 percent of running words

    3. Anticipate meaning

    4. Freedom from tension

    5. Freedom from finger pointing

    6. Freedom from head movement

    7. Good posture

    8. Able to locate specific information:
        a. comprehension higher than for oral reading
        b. use of sight-word techniques
        c. absence of vocalization
        d. conversational tone

B. After instruction level has been determined, the teacher can direct attention to identification of specific needs.

Some pupils may need:

a. purposeful reading in order to develop reading for meaning
b. systematic guidance for the development of word recognition skills
c. guidance in development of meaning vocabularies
d. use of skimming
e. rapid reading
f. study type reading skills
g. getting main idea or relating the details of story
h. evaluating and organizing materials

FRUSTRATION LEVEL

Too many children are found to be working at or above this level. This is especially true when all children of a grade are given the same instructional materials. Frustration level is often found to be between the instructional level and the capacity level. It is estimated by the same procedures employed as for obtaining the instructional level. Definite symptoms of reading blockage indicate the point of frustration. Often the pupil will express regret at own inadequacies, especially when frustration is caused by vocabulary burden.

Sometimes frustration is worse in classroom situations than in inventory situations. At the frustration level, obstacles in reading materials cannot be overcome by the reader. If instruction is indicated at this level, emotional conflicts arise.

1. Student may not have control over adequate word-recognition skills.

2. Student may not get facts behind the symbols (does not understand).

3. The vocabulary is inadequate for dealing with own experiences.

4. The reading may be too condensed.

a. comprehension is less than 50 percent
b. unable to pronounce 10 percent of the running words
c. finger pointing
d. distraction tensions
e. withdrawal from reading situation
f. unwilling to attempt reading
g. crying
h. distraction - - tries to distract examiner or self
i. lip movement
j. high pitched voice
k. omission

RECORDING ERRORS MADE BY A STUDENT ON AN INFORMAL READING TEST

Sample of Selection:

"In some packages are rugs made in our village," John said.
"We shall get food, coffee, and salt in return for our rugs."
"We may even bring back cotton cloth for making clothes."

---

places the valley Then
"In some packages are rugs made in our village," John said. ^ "We shall

get food./// (coffee, and salt in return for our rugs. We may even
clothes
bring back cotton cloth for making clothes.

When a word is mispronounced as was the word packages, run a line through it and write the substituted word above it. In this instance the reader also said "the valley" for our village. When a word is inserted such as "then," in the first word of the second sentence, make a caret and write the word, such as then, above it.

The word food is underlined twice to indicate that the student repeated the word twice (making a total of three times it was said). Underline all repetitions but do not count repetitions as errors. The three slanted lines in front of coffee indicates that the student could not pronounce the word and asked the teacher for help. A straight line through re in return is a sign that the student did not pronounce the re but read the word as turn.

The word clothes written above cloth shows the substitution the student made for the word cloth. The line through for making clothes indicates that the student omitted reading these three words.

Record the exact nature of each error as nearly as you can. Be sure you put down a mark for each error. In case you are not sure that an error was made, give the student the benefit of the doubt. If the child has a slight accent, do not penalize for it, but distinguish between this difficulty and real mispronunciation errors.

If the subject omits a period, comma, or other punctuation, run a line through the omitted symbol.

Repetitions and pauses are not counted as errors but are useful in diagnosing.

FIGURING AND RECORDING ERRORS OF AN ORAL READING TEST

"In some packages (places) are rugs made in our village," (the valley) John said. ^ (Then) "We shall get food. /// (coffee,) and salt in return for our rugs. We may even bring back cotton cloth for making clothes (clothes).

* * * * * * * * * * * * * * * * *

During the oral reading of the above 33-word passage, the student made a total of six errors.

1. He pronounced "packages" as "places."
2. He said, "the valley" instead of "our village." Even though this error contains two words, count it as one error.
3. He inserted "then" for "we" - - one error.
4. Do not count the repetition of "food" as an error. If the student makes two or three repetitions of words, do not count them as errors but note that they were made.
5. The slanted lines before "coffee" indicate one second pauses - - a total of three seconds. The student asked for the word so it is marked as an error. Count one error for each word which the student asks you to pronounce.
6. The line through the prefix re in "return" indicates that the student "skipped it" and said, "turn." This is one error.
7. Although he left out four words and substituted one word for them, mark this as one error.

Finding the Word Recognition Score

The student has made six errors on a 33-word reading selection. The W/R percentage on this selection is figured by dividing 33 into the number of errors (six) and then subtracting that percentage from 100 percent.

Example:

```
   .18=18%
33/6.00
  3 3
  2 70
  2 64
     6
```

```
 100%
-18%
 82% W/R
```

The missed words must be learned by using the VAK or VAKT technique. VAK is used with corrective cases while VAKT is used with "remedial" and "severe-corrective" cases. (Your subject will be classified by the teacher as being one of these two types.)

AN INFORMAL READING TEST

Purpose:

To determine reading level and skills of students:

8. Demonstrate tracing technique. Watch and listen.
   a. Two fingers in contact with writing (index and second finger -- fingers kept stiff)
   b. Say word
   c. Say each part without distortion as the initial stroke of each syllable is traced.
   d. Cross t's and dot i's from left to right
   e. Say each syllable as each syllable is underlined
   f. Say the word
   g. Repeat a through f until student expresses readiness to do it
9. Trace, following procedure a through f, until student can write the word without the copy.
10. Check tracing.
    a. Stop student upon error or hesitation
    b. Record number of tracings
    c. Commend student on success
11. Turn paper over and write the word. Say word aloud. Say each syllable as beginning to write it. Say each syllable as each is underlined.
12. Check writing of word.
    a. Do not allow erasures
    b. Errors are not stressed
    c. Cover incorrect word
    d. Record correct writing (two successive corrects)

13. Check word against original copy.

    a. If correct, write word again without copy of checks against original copy.
    b. Word must be written correctly two successive times.
        1) May make second attempt
        2) May retrace word until he learns it

14. Date the paper.

15. File the word.

16. Check retention the next day. (Include words in flash word recognition list.)

Marking Code For Reading Inventory

P	Word pronounced by teacher (after 5 seconds)
/	Word substituted for the correct word (write error above)
~	Word mispronounced (write error above)
R	Repetition (words repeated are within the arc)
H	Hesitations (less than 5 seconds)
O	Omissions (circle the word omitted)
^	Insertions
X	Disregard of punctuation
C	Self-corrected error (not counted as error)

These are the most common errors recorded with the most common marks.

Guide for Computation of Reading Level

Reading Level	**Word Recognition (%)	**Comprehensive (%)
Independent	98-99	85-90
Instructional	95	70-75
Frustration	Below 90	Below 70
Listening		75

**There is not complete agreement among educators on the percentage.

Word Recognition %

Count errors, count number of words in selection; divide number of errors by number of words. Convert to percent. This is percent of errors. Subtract this number from 100 to get percent for work recognition level.

Comprehension %

Count errors, count number of questions asked; divide the number of errors by number of questions. Convert to percent. This is percent of errors. Subtract this number from 100 to get the percent of comprehension.

ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS
A PLANNING MODEL

Study Skills: K–3

Since study skills are those skills which enable students to work as independent learners, most assessments of these skills will be reflected in individual and group projects, and written and oral reports. One important aspect of study skills is the student's use of time, understanding of the use of the library, and general academic efficiency. Study skills in the kindergarten classroom may include attention to tasks, ability to work in groups and other similar skills.

All subject areas will assist in assessing study skills and the media specialist will be an invaluable ally in giving individual data on materials checked out and returned.

A sample checklist and learning log for self-evaluation are included in this material.

ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS
A PLANNING MODEL

Study Skills: K–3

The table below illustrates how the K-3 Common Curriculum Goals related to study skills may be assessed using some basic instruments and strategies. Following the table is a sample instrument and record form that is referenced below.

GOAL		ASSESSMENT
1.4	Use instructional materials for gaining knowledge and improving comprehension	
a)	Use table of contents to locate general and specific information	Teacher observation of subject area assignment
c)	Use guide words in a dictionary or glossary to locate words	Classroom assignments, students' development of own glossaries
1.15	Clarify purposes of assignment	
a)	Determine general purpose of assignment and ask clarification questions if necessary	Assignment notebook; learning logs; completion of assignments
b)	Determine ideas and concepts addressed in the assignment	Completion of assignments
1.16	Use resources beyond the classroom	
a)	Locate, check-out, and return books and other circulating media materials	Teacher, media specialist observation and checklist
b)	Locate and use non-circulating media materials	Teacher, media specialist observation and checklist
1.17 & 2.22	Select and use appropriate study techniques	
a)	Follow study plan	Teacher observation using simple checklist kept in gradebook; student self-evaluation checklist, graph, chart to check off own progress
b)	Accomplish learning task using appropriate study techniques	Teacher observation, student self-evaluation
c)	Vary reading rate according to purpose for reading selection	Teacher observation, student self-evaluation

d)	Keep study materials organized and accessible	Teacher, peer observation, student self-evaluation
e)	Turn in assignments on time	Teacher observation
f)	Use appropriate test-taking techniques	Teacher observation

This represents a teacher's observations over time about a student's study skills. It could be completed once each grading period and used in conferences with students and parents or in marking a grade card.

STUDY SKILLS CHECKLIST

Student: _____ Date: _____

Teacher: _____ School: _____

I. ORGANIZATION OF SELF AND ENVIRONMENT (1.17, 2.22)

____ 1. Sets goals for amount to be accomplished

____ 2. Meets due dates for assignments

____ 3. Keeps materials organized

II. READING TECHNIQUES (1.17, 2.22)

____ 1. Reads different subject matter materials at different speeds

____ 2. Finds the facts needed (reads for detail)

____ 3. Reads to answer questions

____ 4. Rereads and scans materials

____ 5. Reviews information and notes before a test

III. USING RESOURCES TO LOCATE INFORMATION

1. Effective uses of books (1.4)

____ a. Uses table of contents

____ b. Uses index

____ c. Knowledge of alphabetical order

____ d. Uses guide words

____ e. Uses cross-references

____ f. Uses glossary

____ g. Uses telephone directory

2. Special references (1.6)

____ a. Uses encyclopedia

____ b. Uses atlas

____ c. Uses dictionary

3. Library Resources (1.16)

____ a. Uses librarian as a resource

____ b. Uses card catalog

____ c. Uses library coding system (e.g., Dewey Decimal)

____ d. Checks out and returns library materials

Adapted from Chapter I Evaluation News, Region 1 Technical Assistance Center, 400 Lafayette Road, Hampshire, NH.

Students might be asked to write or talk about some of these questions periodically.

SAMPLE QUESTIONS FOR LEARNING LOG/SELF-EVALUATION

(Questions can be modified depending on the grade level)

1. What did I learn today that I didn't already know?

2. What puzzled me?

3. How was my participation?

4. What more do I need to know? What do I have questions about?

ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS
A PLANNING MODEL

Mass Media and Visual Literacy Skills: K-3

It is ironic that given the all-pervasive influence of the mass media on public communication, little attention is given to media studies in the schools, and there is virtually no history of assessment. Understanding of the role of mass media, and particularly that of the electronic media is an important skill for children who are bombarded by media daily.

Involving young children in discussions of current events in the media and analyzing commercials and programs which target them, can provide effective instruction and allow teachers to evaluate student observations.

ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS
A PLANNING MODEL

Mass Media and Visual Literacy Skills: K–3

The table below illustrates how the K-3 Common Curriculum Goals related to mass media may be assessed using some basic instruments and strategies.

GOAL	ASSESSMENT
1.8 & 2.13 Determine the significance and accuracy of information and ideas presented in written, oral, aural, and visual communications	
a) Separate real from imaginary	Class assignment related to examples of real and imaginary situations from media (e.g. cartoon vs news programs)
1.9 & 2.14 Listen, read, view and evaluate presentations of mass media	
a) Recognize use of mass media	Class assignment on purposes of newspapers, magazines, films, television, etc.
b) Demonstrate appropriate audience skills for different media presentations	Observation of individual and group behavior in assemblies, classroom viewing of videos or peer presentations

ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS
A PLANNING MODEL

Reasoning Skills: K–3

Many of the common curriculum goals include statements which require students to demonstrate reasoning skills through reading, writing, speaking, listening and other activities. Much of the day-to-day interactions in the primary classroom focus on the development of sound reasoning strategies in young children.

Several common curriculum goals include statements in which the reasoning skills could be applied in any number of instructional settings.

Rather than arbitrarily specifying the context for those items, they are listed here with general assessment strategies, such as teacher observation, which could be applied where appropriate in a particular classroom situation.

ASSESSMENT STRATEGIES FOR THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS
A PLANNING MODEL

Reasoning Skills: K–3

The table below includes only those goals common curriculum goals related to reasoning which were not listed in an earlier section of this document.

GOAL	ASSESSMENT
2.9 Make reasoned evaluations about oral and written communications	
d) List some reasons why a person would decide to engage in a particular activity	Teacher observation; class assignment; group lists of reasons
e) List general criteria for assessing the worth of a performance or work of art	Teacher observation; class assignment
2.20 Formulate and support a position orally and in writing using appropriate information and sound argument	
a) Identify issues related to school that need clarification	Teacher observation of oral discussion of school-related issues; journals or written assignments
b) Define a position on an issue using personal criteria	Teacher observation of oral discussion of school-related issues; journals or written assignments
2.21 Reflect upon and improve own reasoning in oral and written communications	
a) Describe in simple terms how a solution was reached	Student explanation (written or oral) of steps taken in solving a problem
b) Identify where bias influenced a decision	Teacher observation of oral discussion; journal writing
c) Act upon suggestions for improving reasoning capabilities	Teacher observation of individual performance